

## **CHAPTER V**

### **CONCLUSION AND SUGGESTION**

This chapter presents the conclusions concerning the result of the study. It also proposes some suggestions for lectures and readers on teaching and learning of English reading in order to improve the students' mastery on English.

#### **A. CONCLUSION**

Based on the research finding and discussion, the conclusion is described below:

1. The grammatical cohesive devices are reference: I, you, they, we, he, she, it, us, them, their, him, her, our, his, theirs, my, your, that, these, those, this, others, different and more. Substitution: one, once, do. Ellipsis: substitution by zero conjunction: and, when, while, then, but, as soon as, neither, as I soon, as, not only, however, nor, then, or, wheter, for because, than, ect.
2. The frequency of the occurrence of each type of grammatical cohesive devices in nine of spoof text on New Concept English By LG Alexander. The high level is reference used 190 times or 71%, the second level level is conjunction exactly 62 times or 23%, the third level is substitution used 11 times or 4% and the last is ellipsis used 4 times or 2%.

## **B. SUGGESTIONS**

On the basic of the conclusion drawn above this section provides suggestion for the English teacher, the reader, and the writer. They are presented in the subsequent section.

### **1. For the English teacher**

It is expected that the result of this study will make the English reading be aware of the unity of ideas on the use of grammatical cohesive devices of the text influenced by reference and conjunction. Reference is the most dominant one in all of the text. Besides, conjunction is the same frequency and percentage in chapter 7 (Too Late). In writers' opinion, those aspects need to be given more attention, since reference and conjunction are the important aspect to organize the unity of well-written text. So, the English teacher should focus on reference in analyzing all of the text. It also expected that those will give more emphasis on those own aspects in teaching and learning process, especially for the students who taken reading subject. So, they can avoid and understand any problem when they pass reading class in their study like they analyze some exercises of discourse analysis.

### **2. For the students**

For the students, they are also expected to pay attention to the use of grammatical cohesive devices in the text in order to important guidance in reading process in general and to improve their discourse competence in particular. So, the students could also focus on reference in analyzing

all of the text. The reader and the students may not avoid or ignore the relationship all parts of grammatical cohesive devices, because it will influence them in comprehending the text and extracting the information as specific point in the text. In addition, the readers and the students should read and learn the different types of materials so that they become familiar.

3. For the future researcher

The result of this study can be held on by the writer of ELS/EFL to be aware that unity and coherence of the text is influenced by the use of grammatical cohesive devices such as reference, substitution, ellipsis, and conjunction. Finally, by employing various grammatical cohesive devices the writer can understand and make clear explanations to the readers.